



# ERO Early Childhood Service Akarangi | Quality Evaluation Report

Early Childhood Service Name: Nga Tamariki Puawai

Profile Number: 46326

Location: Wiri, Auckland

1 ERO's judgement of Nga Tamariki Puawai is as follows:

Domains: Ngā Akatoro	Below the threshold for quality		Above the threshold for quality	
The learner and their learning He Whāriki Motuhake	Improvement required	Working towards	Embedded	Excelling
Collaborative professional learning and development builds knowledge and capability Whakangungu Ngaio	Improvement required	Working towards	Embedded	Excelling
Leadership fosters collaboration and improvement Kaihautū	Improvement required	Working towards	Embedded	Excelling
Stewardship through effective governance and management Te Whakaruruhau	Improvement required	Working towards	Embedded	Excelling

For an explanation of the judgement terms used and of the evaluation process please refer to the last page of this report. These judgements are based on the evidence provided to ERO during the evaluation.

Children's health and safety

Improvement required

Taking reasonable steps

## 2 ERO's Judgements

[Akarangi | Quality Evaluations](#) evaluate the extent to which early childhood services have the learning and organisational conditions to support equitable and excellent outcomes for all learners. [Te Ara Poutama Indicators of quality for early childhood education: what matters most](#) and [Early Childhood Education \(ECE\) Improvement Framework \(teacher led services\)](#) are the basis for making judgements about the quality of the service in achieving equity and excellence for all learners. Evaluations for improvement | Ngā Aronga Whai Hua is integrated across all of the above domains.

## 3 About the Service

Nga Tamariki Puawai is a privately owned service governed by a director. The director is currently in an interim centre manager role and shares responsibility for daily and administrative operations with a business manager. There have been significant changes in the teaching team since ERO's previous review.

## 4 Progress since the previous ERO report

ERO's 2021 report identified that the service had addressed non-compliances found by ERO and was now taking reasonable steps to meet regulatory standards. Systems to support maintenance of these requirements have been retained. Ongoing high staff turnover has impacted the service's improvement journey.

## 5 Learning Conditions

### The learner and their learning | He Whāriki Motuhake

The service's curriculum is beginning to reflect aspects of *Te Whāriki*, the early childhood curriculum and positively supports children's social competence and emotional wellbeing.

- Teachers use a good range of teaching strategies that support children's social and emotional development. There is suitable resourcing in the learning environments and teacher practices promote children's independence and decision-making.
- Children experience predictable routines as well as adult-led and child-initiated learning opportunities. Their mana is recognised and fostered, they take responsibility for themselves, and their emotional wellbeing is nurtured through positive interactions with teachers.
- Planning and assessment practices are at an early stage of development and somewhat link with the learning outcomes from *Te Whāriki*. Teachers do not yet evaluate the curriculum to progress priorities for children's learning or to identify how they could improve their teaching practice.

## Collaborative professional learning and development builds knowledge and capability | Whakangungu Ngaio

The service is establishing the conditions to support leaders and teachers to grow their professional knowledge.

- A new teaching team is building relational trust and beginning to share their ideas to help plan the curriculum. This is helping them develop a collective responsibility to support children's learning.
- Professional growth cycles are in place for staff and the service is taking steps to improve teachers' knowledge of how to better assess and evaluate children's learning. Teachers are yet to respond meaningfully to children's interests, working theories, dispositions or to clearly evaluate against the learning outcomes of *Te Whāriki*.
- Limited professional learning and development has been a hinderance to improving teachers' shared curriculum knowledge. This particularly relates to growing teachers' understanding of *Te Whāriki* and developing teaching practices that demonstrate cultural responsiveness to Māori and Pacific learners.

## 6 Organisational conditions

### Leadership fosters collaboration and improvement | Kaihautū

Leaders have suitably used internal evaluation processes to identify and support improvements made to teaching practices.

- Information from an internal evaluation process has been well-used to promote a range of intentional teaching strategies that support provision of a positive curriculum for children.
- The service is yet to record that they reflect on or evaluate the effectiveness of these strategies for children's learning in relation to outcomes of *Te Whāriki*.
- Professional networks to support curriculum provision are being established. Leaders are yet to seek external professional learning to help them with curriculum leadership and delivery.

### Stewardship through effective governance and management | Te Whakaruruhau

Governance is actively involved in centre operations including having purposeful oversight of policy review and implementation.

- Equitable initiatives are in place to remove barriers for attendance and to support access and participation for children and their families.
- Human resource practices have been refined and are focused on supporting staff retention and a more positive workplace.
- A focus on long-term improvement goals has not been maintained. Leaders are yet to review the philosophy with the new teaching team to promote shared understanding of the service's priorities and special character.

## 7 Management Assurance on Legal Requirements

Before the review, the staff and management of Nga Tamariki Puawai completed an *ERO Assurance Statement and Self-Audit Checklist*. In these documents they attested that they have taken all reasonable steps to meet their legal obligations related to:

- curriculum
- premises and facilities
- health and safety practices
- governance, management and administration.

During the review, ERO looked at the service's system for managing the following areas that have a potentially high impact on children's health and safety:

- emotional safety (including positive guidance and child protection)
- physical safety (including supervision; sleep procedures; accidents; medication; excursion policies and procedures)
- suitable staffing (safety checking of staff, ratios)
- relevant evacuation procedures and practices.

All early childhood services are required to promote children's health and safety and to regularly review their compliance with legal requirements.

## 8 Where to next for improvement?


Nga Tamariki Puawai will include the following actions in its quality improvement planning:

- Review the philosophy with the new teaching team and families to identify agreed priorities that reflect the special character of the service.
- Grow leaders' and teachers' understanding of indigenous values to inform curriculum decisions and build culturally responsive practices.
- Focus on internal evaluation as a tool to evaluate the effectiveness of teaching strategies on children's learning, particularly in relation to the learning outcomes of *Te Whāriki*.

#### Activities undertaken by the evaluation team

- Pre-visit contact with the service provider/manager.
- Reading documentation and records of children's learning and development.
- Scanning the learning environment and resources.
- Observations of interactions and teaching practice while onsite.
- Meetings and / or conversations with leaders and teachers.
- Sampling of information related to compliance.

[\*Further information about how ERO evaluates early childhood services is available here.\*](#)



Lisa Oldridge  
Director of Early Childhood Education (Acting)

29 April 2025

## 9 Information About the Service

Service Type	Education and care service
Number licenced for	50 children, including up to 10 aged under 2
Percentage of qualified teachers	80-99%
Ethnic composition <i>Using rounded percentages</i>	Māori 81%, Samoan 7%, Cook Island 4%, other ethnicities 8%
Service roll	47 Akanuku   Assurance Review,
Review team on site	December 2024
Date of this report	29 April 2025
Most recent ERO report (s) These are available at <a href="http://www.ero.govt.nz">www.ero.govt.nz</a>	Akanuku   Assurance Review, March 2021; Education Review, January 2020

### Description around ERO's judgement terms

ERO's judgements are based on *Te Ara Poutama* and the *Early Childhood Education Improvement Framework (teacher led services)*.

	<b>Above the threshold for quality</b>
Excelling	The service is excelling in the learning and organisational conditions to support high quality education and care for children.
Embedded	The service has embedded its learning and organisational conditions to support ongoing improvement to the quality of education and care for children.
	<b>Below the threshold for quality</b>
Working towards	The service is working towards establishing the learning and organisational conditions to support improvements in the quality of education and care for children.
Improvement required	The service has not yet developed the learning and organisational conditions to support quality education and care for children.